

Immanuel College

Leeds Road, Idle, Bradford, BD10 9AQ

Inspection dates 5–6 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- In recent years the number of students gaining five A* to C passes, including in English and mathematics, has risen considerably.
- Standards in English have improved quickly and are close to the national average. In science they are above average.
- Most teaching is good and results in students making good progress in Key Stages 3 and 4 and post-16.
- The sixth form is good. Courses are carefully matched to students' needs and interests.
- Behaviour is good and reflects students' respect for others.
- Students feel safe and show a good understanding of possible dangers and how to avoid them.
- The school is led strongly by the headteacher. She is well supported by the senior team and by other leaders.
- Leaders know exactly what they need to do to keep improving the school. They are assisted by very good team working and the information gained from very regular checks on students' performance.

It is not yet an outstanding school because

- Standards in mathematics are not high enough because lessons do not consistently give students enough chances to practise the specific skills they need to improve. Students do not have regular or carefully planned opportunities to practise mathematical skills across other subjects.
- Mathematics teaching does not always interest students in learning or give them the confidence that they can make good progress.

Information about this inspection

- The inspectors observed 38 lessons, of which four were joint observations with members of the senior leadership team.
- They held meetings with four groups of students, with members of the senior leadership team and faculty leaders, two governors, including the Chair of the Governing Body and a representative of the local authority.
- The inspectors took into account the 35 responses to the online questionnaire (Parent View) in planning and conducting the inspection.
- They observed the school's work and looked at a wide range of documentation including the achievement of all groups of students, the improvement plan and the progress being made towards it, samples of students' work and policies relating to safeguarding, behaviour and attendance.

Inspection team

Lynne Blakelock, Lead inspector	Additional Inspector
Janet Pruchniewicz	Additional Inspector
Patrick Feerick	Additional Inspector
Catherine Laing	Additional Inspector
Osama Abdul Rahim	Additional Inspector

Full report

Information about this school

- This is a larger than average sized Church of England secondary school, with a sixth form.
- The proportion of students from minority ethnic groups is below average and the proportion who speaks English as an additional language is well below average.
- The proportion of students known to be eligible for the pupil premium is above average.
- The proportion of disabled students and those who have special educational needs that are supported by school action is well above average. The proportion supported by school action plus, or with a statement of special educational needs is just below average.
- The school's recent GCSE results meet the government's current floor standards, which set the minimum requirements for students' attainment and progress.
- A very few students attend an alternative provision to support their learning and behaviour.

What does the school need to do to improve further?

- Enable students to raise their achievement in mathematics to at least match that in English by ensuring that:
 - teachers' planning of lessons builds-in regular opportunities for them to practise specific skills and to solve mathematical problems
 - teaching motivates students and gives them confidence in their ability to make good progress
 - students have regular, planned chances across all subjects to practise their numeracy skills.

Inspection judgements

The achievement of pupils

is good

- The grades that students achieve have increased significantly over the last three years. It includes the proportion of students achieving five A* to C GCSE grades, including in English and mathematics, which has increased from well below the national average. Standards in English have also risen over the last three years from well below average and are now broadly average.
- The rise in English standards has been faster than in mathematics, partly because literacy skills are often practised in other subjects and numeracy skills are not. Although standards in mathematics fell last year, they are rising more quickly than those nationally. However, the school knows that they are not high enough, partly because opportunities for students to practise particular skills are not planned carefully enough or regularly enough. Students do not regularly use the skills they have learnt to solve problems.
- Students' attainment in a range of other subjects has risen. In science, including at higher levels, it is well above average. Geography results, which were previously well below average have risen and are continuing to do so.
- From their average starting points when they join Year 7, the large majority of students make good progress throughout Key Stages 3 and 4, due to consistently good teaching in most lessons.
- Students in the sixth form achieve well, including at A level, because teaching is good and courses are carefully matched to their needs and interests. Over half stay on into Year 13 and this rate is increasing. At the end of Year 13, most students go into employment or into further or higher education.
- The rate of progress is similar for most groups of students throughout the school, including disabled students, those with special educational needs, the few from minority ethnic communities and those who speak English as an additional language. Students who find learning more difficult develop more secure skills in, for example, constructing detailed sentences because support is accurately planned. The very few students educated off-site are making at least expected progress in managing their behaviour and learning.
- The school has used the pupil premium funding to successfully quicken students' progress in mathematics. Two extra mathematics teachers in the learning and development centre provide individual and group support and class sizes in mathematics lessons are smaller because of the employment of a further mathematics teacher. A student liaison officer is reducing the rate of absenteeism steadily because of her rigour. The average point score (APS) for students' known to be eligible for free school meals is higher than that for other students.
- Students begin GCSE courses in Year 10. Some take the mathematics examination early, but unless they reach the higher levels they re-sit the examination to make sure they have reached their potential. Students study a combination of courses. No students study just BTec subjects exclusively, although the proportion achieving A* to C grades is a lot higher because of good BTec results.

The quality of teaching

is good

- Most teaching, including in the sixth form, is good, and leads to students' good achievement. Students' work shows good progress over time.
- Good learning is encouraged by positive relationships between staff and students. Lessons get off to a brisk start in what is often a very business-like atmosphere.
- In most lessons, teachers make the purpose of learning clear and there is ample time for students to practise the skills that they have learnt.
- In many lessons seen, tasks were at just the right level for students to make all the progress that they could. Skilful and probing questioning, aimed at the levels individual and groups of

students are working at, encouraged students to think more carefully about their learning. This contributed significantly to Year 10 students' outstanding progress in a mathematics lesson in calculating the volume of a cylinder. Where learning was slower, teachers did not use the information about the levels at which students work to provide challenging enough work.

- Mathematics teaching has improved quickly but it does not always interest and motivate students or give them the confidence to make good progress.
- Students enjoy and benefit from opportunities to work in pairs and groups and to assess their own learning and that of other students. This was very effective in a geography lesson in encouraging students to become more critical about their own and others' work.
- Support for students who find aspects of learning difficult is usually well-matched to students' needs and as a result of their steady progress they develop more confidence in their skills.
- Marking is very helpful in a lot of subjects in telling students what they have done well. The school is aware that it does not yet always tell students what they need to do next, or if it does, check that any previous advice has been acted upon.

The behaviour and safety of pupils are good

- Students behave well in lessons and around the site. They like the behaviour policy, the system of rewards, and the very clear expectations of their conduct. As a result, the school is a caring and supportive community where students of all groups are valued for who they are.
- Behaviour is not outstanding because a few students struggle to manage their behaviour but the staff support them and help them to improve it. As a result, the number of students excluded has fallen sharply.
- Students feel safe. Their parents agree. Although students say that there is some bullying, it has reduced because of the zero tolerance towards it and the students' understanding that it is wrong and damages victims.
- The site is secure and students' understanding of how to stay safe in a variety of learning situations, such as when using technology, is good. Students of all ages understand the dangers of the internet and how to avoid cyber-bullying.
- Through fund-raising, links with other countries and opportunities in lessons to find out the diversity of people and their lifestyles, the students develop good cultural as well as spiritual, moral and social understanding.
- Students say that they enjoy school because it provides them with lots of opportunities to develop their academic and personal skills. Sixth form students set a very good example through their mature and helpful involvement.
- Attendance is average over time and continues to improve through the school's good systems. The proportion of students who are often absent has fallen sharply.

The leadership and management are good

- The headteacher's strong and very focused leadership and the good methods in place to check the school's performance have led to good improvements in the school's effectiveness. All aspects of the school's work are checked very regularly by an effective senior leadership team. Consequently, all issues are quickly addressed.
- Leaders work well as a team and the skilful pulling together of the all aspects of the school's work is a very important factor in the school's continuing improvement. Faculty and subjects leaders check learning in their areas thoroughly.
- A strength of the school is its equal focus on the academic, personal and social development of the students.
- Leaders' roles and responsibilities are closely matched to the school's priorities for improvement.

As a result, since the last inspection, attainment in English has risen year-on-year and progress in mathematics is quickening throughout the school, particularly in Key Stage 3. Good appointments in the teaching and leadership of mathematics have resulted in quicker progress in mathematics. Students in the sixth form now make good progress overall.

- The quality of teaching is the major focus in driving improvement. Accurate judgements of the quality of teaching lead to helpful training and support for staff that in turn leads to a continuing increase in the proportion of good and better teaching. Teachers' targets for improvement match the needs identified in lesson observations and the school's priorities. Senior staff discuss regularly with teachers and leaders their progress towards their targets and pay increases are not awarded unless there is good evidence over time that teachers have achieved their targets.
- Students' good enjoyment of school has been strengthened by a curriculum that provides well for students of all abilities at all key stages. In the sixth form, the level and variety of courses reflect students' individual needs. Together with the good range of after-school clubs and enrichment activities open to all, equality of opportunity is provided for well.
- The local authority has provided an effective range of support that has helped the school to make good improvements in English standards and quicken students' progress in mathematics. The school works with a range of organisations to support students' differing needs and communicates regularly with parents about school events and opportunities to help their children with their learning.

■ **The governance of the school:**

- The governing body is able to help to drive improvement because it finds out a lot for itself about the school's performance. This includes watching, learning and holding meetings with leaders about the progress that students are making. Governors know where teaching is strongest and how some needs to improve. They understand data about how well the school is doing and ask probing questions about the school's actions and their impact. Governors know about the way staff are appraised and the staff's targets for improvement are appropriate to the school's needs. They have the final say in whether staff should be awarded pay increases. They know about the budget and how pupil premium funding is spent, why it is allocated in this way, and know that the help given to pupils is leading to their good progress over time. Governors ensure that safeguarding procedures meet the statutory requirements. Some governors have undergone training above the basic induction, which shows in their good overall effectiveness in their roles.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	132219
Local authority	Bradford
Inspection number	406483

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,336
Of which, number on roll in sixth form	171
Appropriate authority	The governing body
Chair	Denise Stirling
Headteacher	Jane Tiller
Date of previous school inspection	10 November 2010
Telephone number	01274 425900
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